

TAREA BLOQUE VI

PLANIFICACIÓN DE UNA SECUENCIA DIDÁCTICA BILINGÜE

DIDACTIC UNIT: *“ONCE UPON A TIME...”*



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Subject: **ENGLISH LANGUAGE**

Level: **3º E.S.O.**

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| DIDACTIC UNIT: | | <i>“Once upon a time...”</i> |
| LEVEL: 3 E.S.O. | | Timing: 9 sessions. |

1. JUSTIFICATION

With this unit, entitled “*Once upon a time...*”, we aim not only at achieving linguistic knowledge about certain aspects, but also attracting our pupils’ attention to the main thematic nucleus of the unit, namely, **British History** and, more specifically, the history of Monarchy. Therefore, this unit should be developed together with the **History Department** in our school. In addition, we will also compare the structure of the Past Simple tense in English to the Spanish one, so some activities could also be developed in connection with the Spanish Language Department.

2. DIDACTIC OBJECTIVES

- Identify and interpret global and specific information in oral and written texts about the monarchy.
- Identify and acquire vocabulary about the Monarchy, historical events and biographies.
- Reflect on the use and form of the Past Simple.
- Recognize and pronounce correctly *–ed* endings.
- Take part in role-plays.
- Develop learning strategies to learn irregular verbs.
- Extract information from the Internet.
- Use the Past Simple to transmit oral and written information.
- Compare simple structures to express the past tense in Spanish with those of English.

3. BASIC COMPETENCES

| COMPETENCE | Level of achievement |
|---|---|
| Linguistic | - Developing the ability to listen, speak and converse. |
| Communication | - Developing the ability to express oneself, orally and in written form, using the language appropriate to each situation. - Relating the common structures in the languages that they already know. |
| Information management / digital competence | - Relating words and images in order to understand messages with some degree of complexity. - Finding information on the Internet. |
| Social and citizenship competence | - Developing an interest in past societies and history. - Reinforcing the identity of speakers by means of the exchange of personal information. |

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| Skill for learning to learn | - Acquiring tools necessary to narrate stories in the past. - Reflecting upon one's own learning process. |
| Cultural and artistic competence | - Developing interest in literary creations and appreciating literary works. |
| Autonomy and personal initiative | - Planning written messages. - Developing personal ideas about the roles of kings and queens. |

4. CONTENTS

| LISTENING, SPEAKING, CONVERSATION | | READING AND WRITING | |
|--|---|--|---|
| <ul style="list-style-type: none">▪ A role-play about kings and queens (listening and speaking).▪ An extract from a historical film. | | <ul style="list-style-type: none">○ Reading a text about British monarchs.○ Writing an article about a king or queen in the past.○ Discussion about pictures.○ Comparison of a text about the Spanish monarchy and a text about the British royal family.○ Translating simple sentences. | |
| LINGUISTIC KNOWLEDGE | | | |
| LINGUISTIC FUNCTIONS | GRAMMAR | PHONETICS | VOCABULARY |
| <ul style="list-style-type: none">• Narrating past events and biographies.• Surfing the Net to search for information. | <ul style="list-style-type: none">• Past Simple. Regular and irregular verbs.• Time expressions: <i>Ago, yesterday, later, when, after, before, then...</i>• Discourse markers. | <ul style="list-style-type: none">• <i>-ed</i> ending, recognition and pronunciation. | <ul style="list-style-type: none">• Vocabulary about the monarchy.• A medieval castle.• Descriptive adjectives. |
| REFLECTION ON LEARNING | | SOCIO-CULTURAL ASPECTS | |
| <ul style="list-style-type: none">▪ Use of strategies and resources to learn the irregular verbs.▪ Inferring meaning from context.▪ Active participation in a role-play.▪ Interest in communicating and exchanging past events.▪ Translation of very simple sentences in the past. | | <ul style="list-style-type: none">○ Following rules to speak in a role-play.○ Awareness of historical events.○ Interest and respect for the information about British history. | |

5. METHODOLOGY

Our methodology in this unit takes into account the achievement of communicative competence, so the **communicative approach** will be at the core of the teaching-learning process through the use of **varied** interactive activities. In order to **motivate** our students, we use a wide range of materials, groupings and resources. In this respect, the use of **I.T.** resources, the “web quest” and audio-visual media will be of vital importance. In addition, we use plenty of very bright pictures, but also guessing activities, such as games and interaction activities.

On the other hand, the thematic nucleus we have chosen for this unit represents the core around which we develop a wide range of activities related to our students’ interests and to general-interest topics, and which are expected to be attractive (there is even some place for humour), communicative and stimulating.

Each of the six first sessions is devoted to the development of a specific skill or linguistic aspect, which functions as core around which other learning can be constructed (though different skills are usually developed at the same time in one session). The fact that each session focuses upon one or two main skills makes our students identify more easily what their objective in a specific lesson is. Moreover, great care has been taken in order to make the sessions follow a central integrating theme which gives coherence to the unit as a whole.

We have also taken into account our students’ previous knowledge about the contents dealt with in this unit, in order to adjust the activities. We will use the information from the initial evaluation at the beginning of the year, and we have included some activities at the beginning of some sessions in order to elicit the previous knowledge the students already have.

- MATERIALS AND RESOURCES:

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|-------------|------|-------------|---------------|-------------|
| Worksheets. | DVD. | Posters. | The Internet. | Dictionary. |
| Blackboard. | P.C. | Flashcards. | Stereo. | |

- CLASSROOM ORGANIZATION: Individual / Group / Pair work.

- RELATION TO OTHER SUBJECTS:

- Social Sciences, Geography, History, Spanish Language.
- Technologies: use of computers.

- USE OF I.T. RESOURCES: Session 8 (computer room).

6. ATTENTION TO DIVERSITY

FOREIGN PUPILS: Mixed groupings will foster integration.

HIGHLY-GIFTED STUDENTS: Extension activities. Inclusion in different groups.

PUPILS NEEDING EDUCATIONAL SUPPORT: Reinforcement activities. If necessary, an adaptation of objectives and contents will be carried out. If so, we will include activities related to the topic of the unit and will encourage them to take part in some activities with the whole class (singing, rhyme and those which they are able to carry out).

7. TEACHING-LEARNING ACTIVITIES

7.1. TYPES OF ACTIVITIES:

- **WARMING-UP, BRAINSTORMING, PRESENTATION, PRACTICE, PRODUCTION, CONSOLIDATION**
- **SESSIONS:**
 - 1:** flashcard, film, scrambled paragraphs, rhyme, stress pattern.
 - 2:** pre-/while-/post-reading, synonyms, organizing information.
 - 3. & 4:** presentation-practice-production, jokes, binary options, matching, multiple choice, ordering a story.
 - 5:** Definition game, fill-in-the-gaps, multiple choice.
 - 6:** pre-while-post-listening.
- **HOMEWORK:** Similar activities to those proposed as “Practice” will be used for homework, or those which cannot be done in class.

- **EXTENSION AND REINFORCEMENT ACTIVITIES:**

We will provide activities to cater for students who either finish earlier and need EXTENSION, or who are slower and need REINFORCEMENT.

On some occasions, we will use worksheets graded with stars:

1 star: low level / 2 stars: average. / 3 stars: higher level.

7.2. DEVELOPMENT OF SESSIONS:

♦ SESSION 1. Film and phonetics.

ACTIVITY 1. PRESENTATION: Warming-up.

FLASHCARD.

ACTIVITY 2. EXTRACT FROM FILM (“Henry V”).

2.1. PRESENTATION: Pre-Watching.

Poster of the film.

2.2. WHILE-WATCHING.

Scrambled-paragraphs activity.

2.3. AFTER-WATCHING: Phonetics. RHYME: We give the students three words, and they have to find at least two words in the song which rhyme with these.

ACTIVITY 3. PHONETICS (Sentence stress):

- Flashcard about weak and strong forms.
- Writing sentences with the same stress patterns.

EXTENSION AND REINFORCEMENT:

Fast-finishers: They are given more sentences to draw the stress pattern.

Low-level students: They are given more simple sentences to draw the stress pattern.

♦ SESSION 2. Reading. “Henry VIII”.

ACTIVITY 1. PRESENTATION: Warming-up.

- Pictures (comments, vocabulary).

ACTIVITY 2.1. WHILE-READING: *Skimming* (or reading for overall information).

ACTIVITY 2.2. WHILE-READING: *Scanning* (or looking for specific information).

- Answering questions in the Past Simple about the text.
- PEER-CORRECTION: In pairs, each one corrects his or her classmate’s activity.

ACTIVITY 3. POST-READING:

Vocabulary problems are solved, and they are asked to give opinions on the content of the text (with guided questions, with different degrees of difficulty).

ACTIVITY 4. POST-READING: Finding synonyms.

ACTIVITY 5. POST-READING: Writing/Organizing information (using the Past Simple).

- Transferring information into a summary chart.

Average learners will transfer chunks of information missing in sentences. (2 stars)

Low learners will have the chart already filled in. They will only have to fill in some missing words in the sentences provided. (1 star)

Advanced learners will have to provide whole sentences about facts, and opinions. (3 stars)

♦ SESSION 3. STRUCTURES I.

ACTIVITY 1. WARMING-UP. Multiple-choice questions.

ACTIVITY 2. WARMING-UP. Binary-options activity.

We assess the students' previous knowledge about the Past Simple.

ACTIVITY 3. PRESENTATION. EXTRACTS FROM BOOKS.

- Matching titles and pictures.

ACTIVITY 4. PRESENTATION (explanation). Reflection on language.

We explain the form and the meaning of the Past Simple. We use a fill-in-the-gap activity to make them elicit the rules.

ACTIVITY 5. CHECKING COMPREHENSION. Fill-in-the-gaps.

ACTIVITY 6. PRACTICE.

Finish sentences, using the Past Simple tense.

ACTIVITY 7. PRODUCTION. Pair-work activity.

Talking about past actions, using pictures.

Extension: Extra practice activities (fill-in-the-gaps).

Reinforcement: More simple sentences (choosing the right option).

♦ SESSION 4. STRUCTURES II.

ACTIVITY 1. PRESENTATION. Jokes.

ACTIVITY 2. PRESENTATION (explanation). Reflection on language.

We explain the time expressions used with the Past Simple and give examples, using fill-in-the-blanks activities to elicit the rule.

Comparison with Spanish.

ACTIVITY 3. PRACTICE. Different activities will be used **to practise grammar:**

- a) Choose the right option.
- b) Fill in the gaps.
- c) Re-ordering sentences.
- d) Re-order the story.

ACTIVITY 4. PRODUCTION:

- Using pictures, they talk about what people were doing in the film scenes. (in groups of about five).

Extension: Extra practice activities (fill-in-the-gaps, ordering the story).

Reinforcement: More simple sentences (choosing the right option, ordering the words).

♦ **SESSION 5. VOCABULARY.** “*A medieval castle*”.

ACTIVITY 1. Eliciting and activating previous knowledge. (using pictures).

ACTIVITY 2. PRESENTATION. Complete the definitions with a word from the box.

ACTIVITY 3. PRACTICE.

- Match titles with the texts.
- Find types of food / clothes / weapons.

ACTIVITY 4. PRACTICE. Verbs.

Choose the correct option. Use the **dictionary**.

ACTIVITY 5. PRACTICE. Fill-in-the gaps.

ACTIVITY 6. PRACTICE. Matching.

ACTIVITY 7. PRODUCTION. Definition game.

The game will be played by two pupils in front of the class, and then in pairs.

Fast finishers: Which verb is not possible in these sentences?

Reinforcement: Match the boxes with the headings.

♦ **SESSION 6. LISTENING AND SPEAKING.**

ACTIVITY 1. PRE-LISTENING. Talking about important historical facts.

ACTIVITY 2. WHILE-LISTENING. They will watch a scene from the film on the DVD.

Order the dialogue (scrambled sentences).

ACTIVITY 3. WHILE-LISTENING. They will watch another scene from the film on the DVD.

Match each person with a sentence.

ACTIVITY 4. POST-LISTENING.

Say whether the following statements are true or false. (different degrees of difficulty).

ACTIVITY 5. POST-LISTENING. **Choose the correct option:** (different degrees of difficulty).

ACTIVITY 6. SPEAKING. **Role-play.** Pair-work.

ACTIVITY 7. PRODUCTION. A survey. “*Differences between the Spanish and the British Monarchy*”.

♦ **SESSION 7. WRITING. “A King or Queen”.**

ACTIVITY 1. Warming-up.

Answer some questions.

Do you agree with these opinions? Put a tick or a cross.

ACTIVITY 2. PRE-WRITING. Reading.

Read a text about a king, and add the missing punctuation.

ACTIVITY 3. PRE-WRITING. Choice of topic.

- **Choose one of the topics proposed.**

ACTIVITY 4. PRE-WRITING. Brainstorming.

Brainstorm three or four ideas using a word map.

ACTIVITY 5. WRITING. Draft.

Write about the topic you have chosen, using the text in activity 2 as model.

ACTIVITY 6. WRITING. Revision.

ACTIVITY 7. Final version.

- More advanced students will be encouraged to add an introduction and a conclusion to their texts.
- Low-level students will use a model text in which they only have to fill in the blanks to finish or to start sentences, as well as to insert punctuation.

♦ **SESSION 8. COMPUTER WORK. “Historical research”.**

ACTIVITY 1. Warming-up. (At the I.T. room)

- Talking about different historical facts.

ACTIVITY 2. Biography Card. Web Quest.

In this web quest, they will create biographical cards highlighting the lives of kings or queens. They can exchange cards with other students to learn about other kings or queens.

They can find updated helpful web sites at: www.teachnology.com/webquests/biography/

ACTIVITY 3. We will provide the students with a list of several websites where the contents of the unit can be reviewed by means of varied and amusing activities:

www.isabelperez.com, www.english-zone.com, www.learnenglish.org.uk

- Fast finishers will practise the contents of the unit on those websites.
- Low-level students will focus on basic information about the biographies.

♦ **SESSION 9. EVALUATION AND SELF-EVALUATION.**

Exam on the unit. The listening activity will be a sequence of the film which continues after the sequences used in session 6, and they will have to answer true or false. The last exercise is a

speaking activity that they will have to do in pairs.

We will give exams back for **peer-correction**, so each student corrects another student's test.

Finally, they fill in the self-evaluation questionnaire, to reflect upon their learning and progress.

EVALUATION

A. EVALUATION CRITERIA

- Extract global and specific information from oral and written texts about the monarchy, and infer from context.
- Put into practice formal aspects of language: Past Simple Tense.
- Value the Spanish Royal Family and compare them to the British.
- Produce oral and written messages in the past, using the structures acquired and the vocabulary about the monarchy.
- Use communicative strategies in a role-play.
- Identify and practise the pronunciation of *-ed* forms.
- Translate simple sentences which show the differences between Spanish and English to express the past tense.
- Show ability to put into practice formal aspects acquired (the Past Simple, the new vocabulary, and phonetics).

| B. EVALUATION OF THE LEARNING PROCESS | | |
|--|--|---|
| EVALUATION | PROCESS | INSTRUMENTS |
| INITIAL | - At the beginning of sessions 1 and 2, brainstorming techniques are used to assess the students' previous knowledge of the topic. - In session 3, activity 2 is intended to assess their previous knowledge about grammar. | Direct observation by means of questions. A class activity. |
| FORMATIVE/ CONTINUOUS | - Through the sessions, students' achievements and progress will be evaluated through direct observation of different tasks and activities. | - Students' records. - Teacher's diary. - Worksheets. |
| FINAL SUMMATIVE | In session 9, we do an exam to assess how well the students have achieved the objectives. | - Exam. |
| PEER EVALUATION | In session 2, activity 2.2, as well as the final exam, will be corrected by classmates. | |
| SELF- EVALUATION | In session 9, they fill in a self-evaluation questionnaire, to be aware of strengths and weaknesses. | - Self-questionnaire. |

